Forthcoming in *Language Teaching* includes

Review of Recent Scholarship

Hessameddin Ghanbar, Nari Kim, Carlo Cinaglia and Peter I. De Costa on The principle-practice gap: A methodological synthesis of discrepancies between narrative inquiry ethical ideals and actual reporting practices

Studies

Tomasz Róg on The interaction between task repetition and oral task enjoyment: Effects on speech complexity, accuracy, and fluency

Plenary Speeches

Joan C. Mora on Phonological acquisition in instructed SLA: L2 pronunciation training in and beyond the classroom and individual differences

Charlie Nagle on From effective to optimal: A research agenda for advancing pronunciation instruction

Research Timeline

Yuko Goto Butler on Teaching additional languages to young learners through tasks

Okim Kang, Yuna Bae and Yongzhi Miao on L2 speech intelligibility

Thinking Allowed

Pia Resnik, Jean-Marc Dewaele, Chengchen Li and Elouise Botes on The role of positive and negative emotions in foreign language learning: A research agenda

First Person Singular

Mary J. Schleppegrell on Value your students' bilingualism? Nurture them through development of school-based registers!

https://doi.org/10.1017/S0261444825100943 Published online by Cambridge University Press

language teaching
surveys and studies

Editorial policy

language teaching is an international peer-reviewed journal dedicated to providing up-to-date surveys, commentary and insights into current and recent research agendas in second-language teaching and learning broadly understood, and to promoting replication studies in the field. Although the survey articles are commissioned, they undergo a thorough reviewing procedure by members of the journal's editorial and advisory boards and by external reviewers from the submission of a written outline of the paper to pre-final drafts of the full text. Potential authors are welcome to submit proposals for survey articles on new topics or topics not covered sufficiently in the past volumes of the journal. Papers describing replication studies are unsolicited and subject to similarly rigorous peer-review process and final editorial decision as to publication.

The survey articles fall into a number of categories, depending on whether the focus is on international research on a given topic or a specific language, or on significant research conducted in a given country or wider geographical region. The journal's sections State-of-the-Art Article, A Language in Focus, A Country in Focus, Thinking Allowed, and Surveys of Ph.D./Ed.D. Theses reflect these briefs.

The journal also publishes accounts of research in progress in the form of articles based on keynote speeches delivered at international conferences and seminars, and in the form of short reports from research groups around the world. Potential authors are welcome to submit proposals for these forms of publication.

All submissions should consist of original work that has not been previously published and is not under consideration elsewhere. Authors of articles published in *language teaching* assign copyright to Cambridge University Press (with certain rights reserved). Authors will be asked to complete an appropriate form and send it to the publisher.

Upon publication, the author(s) receive a PDF file of the final version of their contribution.

Submission of manuscripts

All manuscripts are to be submitted electronically to the Scholar One server: https://mc.manuscriptcentral.com/language-teaching. Following the review/editorial process, authors must be prepared to submit their work formatted in MS Word in the format specified in the Instructions for Contributors. Authors using other formatting programs will be advised by the editor as necessary.

Preparation of manuscripts

Please consult the Instructions for Contributors at *journals.cambridge.org/lta* before embarking on the preparation of the final version of the manuscript for publication. The Instructions include full guidelines on the components and the format of the manuscripts, including the house-style for references and final-version submission of table and figure files.

The language of the journal is English. Authors whose native language is not English are recommended to arrange for satisfactory proof-reading before submitting.

Proofs

Corresponding authors will be informed by e-mail that the proof of their contribution is available for collection in the form of a PDF file. Promptly afterwards, they will send their proof corrections electronically, as instructed on downloading the file.

This journal issue has been printed on FSC™-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organisation established to promote the responsible management of the world's forests. Please see www.fsc.org for information.

Printed and bound by CPI Group (UK) Ltd, Croydon, CR0 4YY.

https://doi.org/10.1017/S0261444825100943 Published online by Cambridge University Press

VOLUME 59 PART 3 JULY 2026

language teaching

SURVEYS AND STUDIES

Contents

CHRISTOPHER BRUMFIT ESSAY PRIZE 2026

REVIEW OF RECENT SCHOLARSHIP

269 **Jonathon Reinhardt and Lincoln Bain, IV**
Digital games and gaming in language learning and teaching

RESEARCH TIMELINE

293 **Shannon McCrocklin and John Levis**
Automatic speech recognition and pronunciation learning

PLENARY SPEECH

310 **Ken Hyland**
EFL teachers and feedback fatigue: AI to the rescue?

THINKING ALLOWED

327 **Mark Andrew James**
Teaching for transfer of second language learning: A proposed research agenda

343 **Barbara Hofer and Ulrike Jessner**
Research agenda: From monolingual to multilingual norms in multilingual classrooms

STUDY

359 **Elena García-Guerrero and Cristóbal Lozano**
Is planning time beneficial for anaphora resolution? A corpus-based study of L1 Spanish–L2 English learners

FIRST PERSON SINGULAR

384 **Timothy Hampson and Jim McKinley**
Systematic review, systematic bias? An example from EMI research

393 **Alison Wray**
Breaking down the silos: What refugee aid workers and dementia carers might teach each other

RESEARCH IN PROGRESS

411 **Tamsin Parnell and Katy Humberstone**
Practicalities and possibilities: Linguistic approaches to short-form social media

FORTHCOMING IN *LANGUAGE TEACHING*

Cambridge Core
For further information about this journal please go to the journal website at:
cambridge.org/lta

MIX
Paper | Supporting responsible forestry
FSC™ C013604
www.fsc.org

CAMBRIDGE UNIVERSITY PRESS

https://doi.org/10.1017/S0261444825100943 Published online by Cambridge University Press